

Student: _____ DOB: _____ SAIS Number: _____ Date: _____
 School: _____
 Month/Year

**FORM 3-M
MATHEMATICS**

**AIMS-A CHECKLIST
Grades 3, 5, 8, 10, 11, 12
Ungraded Classes: Ages 9, 11, 14, 16, 17, 18**

SCORING: Identify the level of each essential skill the student demonstrates. Write the score obtained in the corresponding column. Total scores obtained in each column for each page. At the end of each section (i.e., reading, writing, listening/speaking, and mathematics), add the subtotals for each column from each page and record the total.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, and using a variety of modalities which includes assistive technology, tangible and/or picture symbols, sign language, tactile finger spelling, Braille, written word, visual or tactual means, students know and are able to do the following:

STANDARD: MATHEMATICS	Comment	Emergent	Supported	Functional	Independent
		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1. Demonstrate number concepts 1, 2, and 3 (e.g., pick one from a choice of two, hand out two milks to each child at lunch, use two plastic bags when bagging bottled grocery items.) 1M-FS1 PO 1.					
2. Read aloud written numerals, 0-12 (e.g., clock face). 1M-FS1 PO 4.					
3. Demonstrate concept of "none". 1M-FS1 PO 5.					
4. Read aloud written numerals up to 100. 1M-FS1 PO 6.					
Subtotal page 1:					

10/01/01

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STANDARD: MATHEMATICS	Comment	Emergent	Supported	Functional	Independent
FORM 3-M Mathematics continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
5. Match groups having equal numbers of objects up to 10. 1M-FS2 PO 1.					
6. Using a model of sets up to 10, complete partial sets (e.g., determine how many more or less are needed). 1M-FS2 PO 2.					
7. Count to 10 using concrete objects (e.g., count out treats, student supplies for group art activity, get 10 books, get 5 cases of vegetables to stock shelves.) 1M-FS3 PO 1.					
8. Count out requested number of objects up to 10 with an example (e.g., set of objects, number line). 1M-FS3 PO 2.					
9. Count out requested number of objects up to 10 without an example. 1M-FS3 PO 3.					
10. Match number of objects to number symbol. 1M-FS3 PO 4.					
11. Locate object of given ordinal number using left to right progression in groups up to ten (e.g., take or indicate the first/last chair, 3rd child, or 2nd book). 1M-FS3 PO 5.					
Subtotal page 2:					
Subtotal page 1:					
Subtotal pages 1-2:					

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FORM 3-M Mathematics continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
12. Count out requested number of objects up to 100 without an example. 1M-FS3 PO 6.					
13. Count out requested number of dollar bills up to 10 with an example (<i>e.g., number line</i>). 1M-FS4 PO 2.					
14. Identify coin/dollar equivalence. 1M-FS4 PO 5.					
15. Show curiosity about objects and their unique characteristics. 2M-FS1 PO 1.					
16. Group objects as same/different. 2M-FS1 PO 2.					
17. Using one-to-one correspondence, match by each characteristic of the following characteristics: shape, size, color, texture, weight, and/or length. 2M-FS1 PO 3.					
18. Arrange objects according to size (<i>e.g., organize measuring cups or mixing bowls by size</i>). 2M-FS1 PO 4.					
19. Group objects by one to three characteristics (<i>e.g., bag groceries hard/heavy, soft/light; sort medicine big red capsule vs. small blue tablet</i>). 2M-FS1 PO 5.					
Subtotal page 3:					
Subtotal pages 1 and 2:					
Subtotal pages 1-3:					

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STANDARD: MATHEMATICS	Comment	Emergent	Supported	Functional	Independent
FORM 3-M Mathematics continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
20. Sort by categories (e.g., put canned goods together, sort clothing by light/dark for clothes washing). 2M-FS1 PO 6.					
21. Create a visual or tactile report or chart to communicate information or data (e.g., weight chart, chart of classroom projects, classroom routines, and personal management). 2M-FS2 PO 3.					
22. Use counting skills to solve problems (e.g., count number of chairs at table and get enough place settings/napkins.) 2M-FS3 PO 1.					
23. Follow directions with ordinal numbers (e.g., meet you on the 4 th floor, get off at the second bus stop, and go to the third door on the right). 2M-FS3 PO 2.					
24. Determine how many more/less are needed (e.g., when passing out pencils/snacks-how many more do you need? Given that washing machines require 6 quarters for wash cycle--student has 2 quarters, how many more are needed? Student has 8 quarters, how many will be left after putting 6 quarters in the washing machine?) 2M-FS3 PO 3.					
Subtotal page 4:					
Subtotal pages 1-3:					
Subtotal pages 1-4:					

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FORM 3-M Mathematics continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
25. Develop budget to cover expenses (e.g., groceries, clothing, bills, savings, and recreation). 2M-FS3 PO 5.					
26. Demonstrate understanding of more and less. 5M-FS1 PO 1.					
27. Use temperature measurement to make decisions (e.g., adjust bath water, determine presence of a fever, select appropriate clothing select appropriate stove and/or oven temperature, adjust thermostat for comfort and economy). 5M-FS1 PO 4.					
28. Tell time to the hour/half hour using analog or digital clocks. 5M-FS1 PO 5.					
29. Use time measurement to make decisions (e.g., set alarm clock set time for cooking, use clock to follow a work schedule or determine if early or late for an appointment, estimate quantity of time needed to complete an activity such as getting ready for work, washing hair).5M-FS1 PO 6.					
Subtotal page 5:					
Subtotal pages 1-4:					
MATHEMATICS TOTAL: (pages 1-5)					

SCORING: To obtain a total Mathematics score, add scores obtained in the Mathematics Standard subtotals from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Mathematics Score/Form 3: _____